

# Literacy Development Activity Rubric

	Observer (Audition Quality)	Student (Practice Quality)	Intern (Dress Rehearsal Quality)	Professional (Performance Quality)	Positive Comments	Suggestions for Improvement
<b>Quality</b> <input type="checkbox"/> Well-rehearsed with effective use of notes <input type="checkbox"/> Five minutes long	Unrehearsed; Reads from script  Less than 3 more than 5	Semi-rehearsed; Heavy use of notes  3 minutes long	Well-rehearsed; Notes at times  4 minutes long	Polished; No notes  5 minutes long		
<b>Delivery</b> <input type="checkbox"/> Audible and enunciated  <input type="checkbox"/> Animated delivery (eye contact, vocal expression, gestures, & facial expressions maintain a connection with students and engage them)  <input type="checkbox"/> Teacher appears competent, confident, professional, and comfortable in front of class	Inaudible or unintelligible  Delivery is flat and expressionless  Teacher is so obnoxious, nervous, or insecure that students cannot see him/her as a competent professional	Inaudible or mumbled  Seldom animated delivery—connection with and engagement of students <u>seems somewhat accidental</u>  Teacher's overconfidence or lack of confidence creates distractions and undermines competence & professionalism	Mostly audible and enunciated  Somewhat animated delivery connects with and engages students <u>from time to time</u>  Teacher often appears competent and/or confident, but does not always seem comfortable or professional	Clearly audible and enunciated  Animated delivery <u>maintains</u> a connection with students and engages them  Teacher appears competent, confident, professional, and comfortable in front of the class		
<b>Content &amp; Comprehensibility</b> <input type="checkbox"/> "Text" is easily seen/heard, culturally authentic, interesting, and appropriate for (or well-adapted to) 1 <sup>st</sup> year language learners  <input type="checkbox"/> Students do most of the thinking, talking, and working  <input type="checkbox"/> Teacher activates significant connections between "text" and prior knowledge  <input type="checkbox"/> Prepares students to understand "text" at deep levels through scaffolding  <input type="checkbox"/> Target language used exclusively in a way that supports 1 <sup>st</sup> yr lang. learners	Poor quality text  Teacher does all of the thinking, talking, & working  Students' prior knowledge is ignored in the activity  Activity does not prepare students to understand anything important from the "text"  Poor use of Spanish makes task more difficult for 1 <sup>st</sup> year students	Text of limited quality  Teacher does most of the thinking, talking, and working  Students make connections without foresight of teacher  Lack of scaffolding, structure, and sequencing prepares students to extract only main ideas  Limited use of Spanish does not always support 1 <sup>st</sup> year students	Text of adequate quality  Students do much of the thinking, talking, and working  <u>Superficial connections</u> to prior knowledge  Some scaffolding, structure, and sequencing prepares students to identify and understand main ideas and important details  Adequate use of Spanish in a way that supports 1 <sup>st</sup> year students	High quality text  Students do most of the thinking, talking, & working  <u>Significant connections</u> to prior knowledge  Highly scaffolded, and carefully structured and sequenced to prepare students to skillfully extract multiple and subtle layers of meaning  Excellent use of Spanish in a way that supports 1 <sup>st</sup> year students		
<b>Accuracy</b> <input type="checkbox"/> Few if any errors—very accurate model for students	Many frequent errors—very poor, inaccurate model for students	Major or frequent errors—questionable model for students	Several minor errors—adequate model for students	Few if any errors—very accurate model for students		
<b>Creativity</b> <input type="checkbox"/> Creative execution holds students' attention	Execution is mundane and students' attention wanders	Execution is typical, doesn't spark students' attention	Execution is somewhat original, but lacks pizzazz	Highly original, very creatively executed		